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Fall 2015

## **POLI 4653**

Edward Chervenak

*University of New Orleans*

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**POLI 4653-001**  
**POLITICAL SOCIALIZATION**

Dr. Edward Chervenak

Fall 2015

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9:00 am to 9:50 am MWF

Office: MH 234 280-3217

MH 263

Office Hours: 10 am to 12 noon MW; 11 am to 12 noon TTH; or by appointment

**Course Objectives**

Why do you have the political values and beliefs you do? Are they your own ideas or have you been influenced, knowingly or unknowingly, by others in your thinking? The means by which you acquire political attitudes and beliefs is called "political socialization." This class examines the process by which we become who we are – political or apolitical, liberal or conservative, activist or bystander, and everything in between.

The socialization literature has traditionally explored the universal processes by which individuals are inducted into any type of political regime, especially democratic regimes. More recent attention to life-long learning expands the field to include a broader understanding of how citizenship orientations and political behaviors emerge and change over time. In this way, the nature, content, transmission, and reinforcement of political culture and political action, in all of their manifestations, come under the purview of the sub-field. Both traditional approaches and contemporary understanding are examined to provide a detailed substantive, theoretical, and methodological introduction to the many problems associated with political socialization.

**Learning Objectives:** This course will enable students to:

1. Identify the scope of attitudes and behaviors subject to political socialization.
2. Identify and evaluate the relative influence of the various agents of early and later life political socialization.
3. Identify and evaluate the various research designs and methods for studying political socialization.
4. Develop their own answers to the problem of "persistence" versus "life-long openness" explanations of political socialization and learning.
5. Recognize the impact of socialization agents on their own political knowledge, orientations, and behaviors.
6. Recognize their own potential influence as an agent of political socialization on others, especially family members and in group settings.

**Course Requirements**

The learning experience here depends on readings, lectures, discussions, and personal introspection. For these reasons, attendance is mandatory. Attendance is recorded by signing a roll in class. Unexcused tardiness may be counted as absence. Borderline grades will be determined by attendance.

## **Participation**

Student participation is essential. **Read** the assigned readings prior to class to be prepared to discuss them. Participation in class should be substantive, theoretical, descriptive, and analytic.

## **Presentation**

At the end of the semester, each student will make a short presentation based upon his or her research project.

## **Quizzes**

There will be five quizzes administered **randomly** to test students' knowledge of key concepts. The quiz will be composed of ten multiple-choice questions. Three quizzes will be in class and two will be online. Your quiz grade is based on your best four scores.

## **Short Assignment**

This assignment is designed to prepare you for writing the final research paper. Submit a one-page summary of the proposed research project. State clearly what issue you intend to explore and how you intend to proceed. You will submit a draft of the short assignment by October 5th. This assignment is due on October 14<sup>th</sup>.

## **Writing Assignment**

We will focus on the level of a single individual, beginning with yourself. Throughout this course, and in a particular assignment, you will reflect on your own experiences to date. You will personally reflect, in writing, about your own political socialization.

Your assignment is twofold: Describe your own political outlook and ideology as well as your level of activism and explain how you came to be who you are. Place this discussion in the larger framework of the scholarly literature on political socialization.

In order to describe your own political outlook, you will need to place your opinions and behavior in some sort of framework (probably revolving around key questions or values) for evaluating questions facing us as a society. This should be more than the simple —Democrat or —Republican label. Think about how the general values that you hold can be applied to questions of public policy.

The second component should describe and evaluate what influences have contributed to your opinions. These may fall within the traditional three agents of family, school and peers (and you should describe any and all influences here), but you should also move beyond this to religious leaders or teachings, a book you read, a political event, a personal experience, the broader American culture or your personal ethnic heritage, to name a few examples. The crucial element is to develop the causal connection—how these influences have created your outlook.

Good writing will be concrete and illustrative. Do not write — I am against the death penalty because I was raised as a Catholic. Talk about going to mass as a child and listening to the homilies, or discussions that you had in parochial school classrooms, or the ways in which your parents talked about religion and politics around the dinner table. As guidance, think about the studies and the research we have reviewed. These works can provide a broader framework for understanding and describing your own experiences.

***The papers will be evaluated in large part for how well students document and explain connections between their socialization processes and their current ideologies. The best papers will make these connections clear and will use the course readings to illustrate key points.***

Papers should be 8 to 10 pages in length typewritten, double-spaced with one-inch margins on all sides (font size 11 or 12). Final form drafts of the papers may be submitted up to one week before the due date. I will read, grade, and return the paper to you for revisions. Papers must be submitted on time. The paper is due on December 9<sup>th</sup>. There is a ten (10) point penalty for each day late.

A key element of this policy is the requirement that that you **cite your sources** of information, which means including a bibliography. You must give attribution to any information, idea, assessment, or evaluation that you found either on the web or in another source, even if you paraphrase the words. Do not, under any circumstances, directly copy the writing of another individual unless you bracket the words with quotation marks.

There is nothing wrong with getting information from other sources, as long as you give appropriate credit; indeed, it is often a necessity of your assignments. The standard citation in political science is to put the citation in parentheses at the end of a sentence. First, list the name of the author, then the year of the publication and, if you have a direct quote, then the page number. It should look like this (Chervenak 2013, 50). Note the punctuation! The period comes after the citation, not before it. If you have any questions about what should be cited or how to do so, I'd be happy to talk to you.

*If you do not uphold these standards, you will receive a failing grade on your assignment, and I will notify Academic Affairs of this transgression. If the violation is particularly egregious, you will also fail the course.*

**GRADING:** The grade in this course is based on the following formulae.

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Participation	10%
Presentation	20%
Short Assignment	10%
Quizzes	20% (best four out of five)
Final Research Paper	40%

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**Moodle** Students must have Internet access to the Moodle for this course. Students are responsible for regularly accessing Moodle for announcements and are also responsible for all e-mail communications from the instructor. Course materials, including the syllabus, the readings, and the workshop assignments, are found in Moodle. It is your responsibility to regularly access the site.

**Classroom Accommodations** are available to students who qualify for services. It is the responsibility of the student to register with the Office of Disability Services (UC 248) each semester and follow their procedures for obtaining assistance.

**Classroom Conduct** Be in class on time. There is no excuse for repeatedly arriving late. Parking is a hassle; allow enough time for it. Also, cell phones should be turned off before class. Texting is not permitted during class time. Anyone caught texting will be asked to leave the class and will be counted as absent for that session.

Feel free to ask questions of instructor. But please do not ask other students, as talking disturbs everyone one in the class.

Students are expected to treat faculty and fellow students with respect. Any actions that purposely and maliciously distract the class from the work at hand will not be tolerated.

Civility in the classroom and respect for opinions of others is very important in an academic setting. It is likely that you may not agree with everything that is said or discussed in the classroom. Courteous behavior and response are expected.

**Academic Integrity** is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Academic Dishonesty Policy for further information. The policy is available online at: <http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

#### Important Dates

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Last day to adjust schedule w/out fee	08/18/2015
Semester Classes Begin	08/19/2015
Last day to adjust schedule w/fee, or withdraw with 100% refund	08/25/2015
Last day to apply for December commencement	09/25/2015
Final day to drop a course or resign	10/14/2015
Mid-semester examinations	10/05-10/09/2015
Final examinations	12/07-12/11/2015
Commencement	12/18/2015

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### **Fall Semester Holidays**

Labor Day	09/07/2015
Mid-semester break	10/15-10/16/2015
Thanksgiving	11/26-11/27/2015
Labor Day	09/07/2015

### **Withdrawal Policy – Undergraduate only**

Students are responsible for initiating action to resign from the University (withdraw from all courses) or from a course on or before dates indicated in the current Important dates calendar. Students who fail to resign by the published final date for such action will be retained on the class rolls even though they may be absent for the remainder of the semester and be graded as if they were in attendance. Failure to attend classes does not constitute a resignation. Check the dates on the Registrar's website, <http://www.registrar.uno.edu>. Please consult The Bulletin for charges associated with dropping and adding courses.

### **Incomplete Policy – Undergraduate only**

The grade of I means incomplete and is given for work of passing quality but which, because of circumstances beyond the student's control, is not complete. The issuance of the grade of I is at the discretion of the faculty member teaching the course. For all graduate and undergraduate students, a grade of I becomes a grade of F if it is not converted before the deadline for adding courses for credit (as printed in the Important Dates Calendar) of the next regular semester including summer semester.

### **Repeat Policy**

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.

### **Safety Awareness Facts and Education**

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.uno.edu/student-affairs-enrollment-management/>

### **UNO Counseling Services and UNO Cares**

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at <http://www.uno.edu/counseling-services/>. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares through <http://www.uno.edu/fye/uno-cares.aspx>.

## Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus Notification: <http://www.uno.edu/ehso/emergency-communications/index.aspx>. All emergency and safety procedures are explained at the Emergency Health and Safety Office: <http://www.uno.edu/ehso/>.

## Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. <http://diversity.uno.edu/index.cfm>

## Learning and Support Services

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at <http://www.uno.edu/lrc/>.

## Affirmative Action and Equal Opportunity

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: <http://www.uno.edu/human-resource-management/policies.aspx>

## READINGS: Available in Moodle

Weissberg, Robert. 1974. *Political Learning, Political Choice, and Democratic Citizenship*. Englewood Cliffs, NJ: Prentice-Hall, pp. 10-31.

Dawson, Richard E., Kenneth Prewitt. 1969. *Political Socialization* Boston: Little, Brown and Company, pp. 63-80.

Beck, Paul Allen. 1977. "The Role of Agents in Political Socialization," in *Handbook of Political Socialization*. Stanley A. Renshon, ed. Macmillan: New York, pp. 115-41.

Jennings, M. Kent, Laura Stoker and Jake Bowers. 2009. "Politics across Generations: Family Transmission Reexamined," in *Journal of Politics*, Vol. 71, No. 3, pp. 782-799.

Dolan, Kathleen. 1995. "Attitudes, Behaviors, and the Influence of the Family: A Reexamination of the Role of Family Structure," in *Political Behavior*, Vol. 17, No. 3, pp. 251-264.

Palonsky, Stuart B. 1987. "Political Socialization in Elementary Schools," in *The Elementary School Journal*, Vol. 87, No. 5, pp. 492-505.

Campbell, David E. 2002. "The Young and the Realigning: A Test of the Socialization Theory of Realignment." *Public Opinion Quarterly* 66 (2): 209-234.

Westholm, Anders and Richard G. Niemi. 1992. "Political Institutions and Political Socialization: A Cross-National Study," in *Comparative Politics*, Vol. 25, No. 1, pp. 25-41.

Campbell, Bruce A. 1980. "A Theoretical Approach to Peer Influence in Adolescent Socialization," in *American Journal of Political Science*, Vol. 24, No. 2, pp. 324-344.

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Ramakrishnan, S. Karthick and Thomas J. Espenshade. 2001. "Immigrant Incorporation and Political Participation in the United States," in *International Migration Review*, Vol. 35, No. 3, pp. 870-909.

Dolan, Kathleen. 2011. "Do Women and Men Know Different Things? Measuring Gender Differences in Political Knowledge," in *Journal of Politics* Vol. 73, No. 1, pp. 97-107.

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Mangum, Maruice. "The Ties That Unbind: Exploring the Contradictory Effects of Religious Guidance and Church Attendance on Black Partisanship," *Journal of Black Studies*, Vol. 38, No. 6, pp. 916-931.

Greenstein, Fred. "Personality and Political Socialization: The Theories of Authoritarian and Democratic Character," in *Learning About Politics: A Reader in Political Socialization*. Roberta S. Sigel, ed. Random House: New York, pp 260-76.

Mussen, Paul H. and Anne B. Warren. "Personality and Political Participation," in *Learning About Politics: A Reader in Political Socialization*. Roberta S. Sigel, ed. Random House: New York, pp. 277-92.

Clawson, Robert W. 1973. "Political Socialization of Children in the USSR," *Political Science Quarterly*, Vol. 88, No. 4, pp. 684-712.

Loveless, Matthew. 2010. "Understanding Media Socialization in Democratizing Countries: Mobilization and Malaise in Central and Eastern Europe," in *Comparative Politics*, Vol. 42, No. 4, pp. 457-474.

Neundorff, Anja. 2010. "Democracy in Transition: A Micro perspective on System Change in Post-Socialist Societies," in *Journal of Politics*, Vol. 72, No. 4, pp. 1096-1108.



Steckinrider, Janie S., and Neal E. Cutler. 1989. "Aging and Adult Political Socialization: The Importance of Role and Transition," in *Political Learning in Adulthood*. Roberta S. Sigel, ed. University of Chicago Press: Chicago, pp. 56-88.

Settle, Jaime, E. Christopher T. Dawes James H. Fowler. 2009. "The Heritability of Partisan Attachment," in *Political Research Quarterly*, Vol. 62, No. 3, pp. 601-613.

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Nie, Norman, and D. Sunshine Hillygus. 2001. "Education and Democratic Citizenship," in *Making Good Citizens: Education and Civil Society*. Diane Ravitch and Joseph P. Viteritti, eds. (Yale University Press: New Haven), pp. 30-57.

Kam, Cindy D. and Carl L. Palmer. 2008. "Reconsidering the Effects of Education on Political Participation," in *Journal of Politics*, Vol. 70, No. 3, pp. 612-631.

Delli Carpini, Michael X., and Scott Keeter. 1996. *What Americans Know About Politics and Whether it Matters*. Yale University Press: New Haven, pp. 62-104.

Galston, William A. 2001. "Political Knowledge, Political Engagement, and Civic Education," in *Annual Review of Political Science* Vol. 4, pp. 217-234.

Niemi, Richard, and Jane Junn. 1998. *Civic Education: What Makes Students Learn?* Yale University Press: New Haven, pp. 1-23.

Niemi, Richard, and Julia Smith. 2001. "Enrollments in High School Government Classes: Are We Short-Changing Both Citizenship and Political Science Training?" *PS: Political Science and Learning* v. 34 (June), pp. 281-287.

### Assignment Schedule

		Page Numbers	Topic
August 19	<b>INTRODUCTION</b>		
August 21	Weissberg	10-31	Study of Political Socialization
August 24-28	Dawson and Prewitt Beck	63-80 115-141	Methods of Political Learning Role of Agents
August 31 September 4	Jennings, et al. Dolan	782-799 251-264	Family Transmission Family
September 7-11	<b>LABOR DAY HOLIDAY</b> Palonsky Campbell	492-505 209-234	Elementary Schools The Young and the Realigning
September 14-18	Westholm and Niemi Campbell	25-41 324-344	Political Institutions and Socialization Peer Influence on Adolescents
September 21-25	White, et. al. Ramakrishnan and Espenshade	268-281 870-909	Resocialization of Immigrants Immigration Incorporation in US
September 28 October 2	Dolan Verba, Burns, and Schlozman	99-107 1051-72	Gender and Political Knowledge Gender and Political Engagement
October 5-9	Jelen and Chandler Mangum	142-158 916-931	<b>SHORT ASSIGNMENT DRAFT DUE OCT. 5</b> Religion and Politics Religion and Black Partisanship
October 12-16	Greenstein Mussin and Warren <b>MIDSEMESTER BREAK</b>	260-276 277-292	Personality and Socialization Personality and Political Participation <b>SHORT ASSIGNMENT DUE OCT. 14</b>
October 19-23	Clawson Loveless	684-712 457-474	Soviet Socialization Media Socialization in Democratizing Central European Countries
October 26-30	Neundorf Steckinrider and Cutler	1096-1108 56-88	Democracy in Transition Adult Socialization
November 2-6	Settle, et al. Krebs	601-613 85-124	Heritability of Partisan Attachment Military
November 9-13	Nie and Hillygus Kam and Palmer	30-57 612-631	Education and Democratic Citizenship Reconsidering Effects of Education
November 16-20	Carpini and Keeter Galston	62-104 217-234	Political Knowledge Civic Education
November 23-27	Niemi and Junn Niemi and Smith <b>THANKSGIVING BREAK</b>	1-23 281-287	Civic Education Enrollment in HS Government Classes
November 30 December 4	<b>PRESENTATIONS</b>		
December 9	<b>FINAL</b>		<b>Final Autobiography due</b>